

KS5 CURRICULUM OVERVIEW

CURRICULUM GOALS

- Students use media terminology to analyse meaning in a range of types, genres and platforms of text.
- They can consider how both media ownership and media audiences shape the meaning and construction of texts.
- They can identify and evaluate the motivations (through consideration of context) of producers, products and industries.
- They can evaluate the impact of meaning and representations on the audience and society as a whole.

	Crucial knowledge to be gained	Core skills to be developed	Opportunities to recap/build upon prior knowledge	Sequencing-why is the curriculum taught in this way?	Assessment to identify gaps, automaticity and fluency	How are gaps closed for all disadvantaged and SEND?
Year 12	<p>(AO1) Demonstrate knowledge and understanding of the media framework and contexts of production</p> <p>Language (how conventions influence design and meaning)</p> <ul style="list-style-type: none"> • Mise en scene • Character • Narratology • Semiotics <p>Representations (how the media of both reflections and constructions of society and the impact of representations)</p> <p>Ownership (how ownership influence meaning and can create ideology)</p> <p>Contexts (how the context influence design and reception)</p> <ul style="list-style-type: none"> • Social • Political • Economic 	<p>(AO2) The ability to:</p> <ul style="list-style-type: none"> • Analyse media products to in relation to contexts and theories • Evaluate academic ideas <p>(AO3) Create media</p> <ul style="list-style-type: none"> • Use conventions to create original web, print and video texts • Software skills in Photoshop, Premiere, MovieMaker, Muse 	<p>KS4 English Language</p> <ul style="list-style-type: none"> • implicit content on media representations allowing students to explore how text and language is used to create positive and negative viewpoints. • Structuralist ideas on how texts engage audiences and influence their reception <p>KS4 English Literature</p> <ul style="list-style-type: none"> • Extracting meaning from a range of texts and genres <p>Tutorial program</p> <ul style="list-style-type: none"> • Understanding of the influence of news products 	<p>Term 1: A focus on building key skills of deconstruction using media language to identify meaning in a range of products. This introduces students to terminology and to a broader range of texts, genres and platforms beyond their own experiences.</p> <p>Term 2: comfortable movement into the set texts of music videos, magazines, adverts and newspaper covers to understand how meaning is constructed.</p> <p>Term 3: Some greater understanding of institutions and contexts through news case studies allows students to deepen their consideration of how the media constructs messages but, more importantly, why.</p> <p><i>This sequence enables students to effectively complete unit 1 in preparation for mock exams. It also allows for key skills of construction to inform their planning for unit 3 NEA which is started in the final half term.</i></p>	<p>Students complete fortnightly exam style written assessments. Most completed as homework but some as timed assessments (once per half term).</p> <p>Peer & self-assessment using success criteria conducted with all assignments.</p> <p>Kahoot is used with a range of topics to provide quick instant assessment of key facts.</p> <p>Tracker in books is used to provide feedback on strengths and weaknesses and set targets</p>	<p>Students are provided with:</p> <ul style="list-style-type: none"> • Key word glossaries • Theorist posters • A booklet with key information for each study area • Suggested reading from Media Magazine • Peer support • 1-1 support where necessary following assessment

<p style="text-align: center;">Year 13</p>	<p>(AO1) Contexts of long form television to inform how TV is made for a global audience; Audiences' changing methods of consumption of the media; Institutional motivations as: profit seeking; political motivators; public service; technological drivers</p> <p>Theoretical arguments to consider how the media impacts, reflects and constructs our world and identities</p>	<p>(AO2) Analysis of a broad range of media texts including students' own bank of examples to discuss meaning, representations and contexts.</p>	<p>Unit 2 moves forward with analysing meaning (Y12) to consider why producers adopt the visual styles they choose and how these messages are received by audiences.</p> <p>There is frequent discussion of unseen products to consider the meaning, allowing students to frequently revisit media language and representation to discuss the messages constructed in media texts.</p>	<p>Term 1: In the first half term, students will complete the second of their practical projects, ensuring to continue to deploy media language to create strong meaning. In the second half term, they will undertake case studies in Minecraft and the BBC Radio 1 Breakfast Show to consider how institutions can drive change in the industry and provide service to audiences. They evaluate the products to discuss their motivations in political, economic and social contexts. They will also start using theory in their writing to both back up their own arguments or provide evidence to challenge the writings of others.</p> <p>Term 2: Case study of LFTV allows students to understand globalisation and its impact of audiences and representations. The use of theory and contexts to consider the different factors driving TV production continues and this allows students to start giving fully extended responses – preparing for the 30-mark exam question.</p> <p>In the second half term, students undertake the case study in Jungle Book, to explore how production at Disney has changed from 1963 to 2016 and discuss how technological, economic and social contexts play a part.</p> <p>Term 3: Students have completed their studies and can now review all parts of the course in preparation for final assessment.</p>	<p>Assessment continues in the same way at year 13 with students continuing their fortnightly written tasks.</p> <p>In addition, the use of academic support to refer students with problem areas where they can redo case studies from year 12 and try new assignments in unit 1.</p> <p>Students will attend subject support after school to ensure NEA projects are completed before Christmas of year 13.</p>	<p>The same support structures are available to year 13 as they are for year 12</p>
<p>What does expertise look like across the key stage?</p>	<p>An expert student can demonstrate a strong understanding of how different contexts affect the language and representations chosen by producers and encoded into media texts. They can use a range of evidence sources in their arguments whilst ensuring a fluent use of media terminology. They evaluate the impact of media products on aspects of society, the media industries and individuals.</p>					